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ABSTRACT

A teaching internship program for intermediate education (grades 4-9) majors in their third year was set up by three local universities in Washington County, North Carolina. The program was four-fold and consisted of a) a daily 2-week preservice training program, b) an in-service training program during the academic year, c) academic course work, d) student teaching. Preservice training consisted of simulated experience and role playing employing various teaching methodologies; the in-service full-time field contact provided real teaching experience prior to the final undergraduate semesters. Available results indicated positive responses from administrators, teachers, interns, students, and university personnel. (Program descriptions are attached.) (JB)

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THE STATEMENT

"Values: Freedom to Learn" is a teaching internship program through which intermediate education (grades 4-9) majors who were third year students had the opportunity to serve in public school classrooms full time for the 1971-72 academic year. Elizabeth City State University was one of three state higher education institutions which cooperated in this ESEA Title III Project in Washington County, North Carolina. All interns from the three universities registered at their local universities and participated in the four program components: 1) a daily two-week pre-service training program prior to the opening of public schools in the fall of the year; 2) a continuing in-service training program throughout the academic year; 3) academic course work and 4) student teaching. Interns could earn up to 27 semester hours credit for their participation in the project. The three participating universities shared the responsibility for academic instruction and were responsible for the supervision of the interns from their respective universities.

Interns received a monthly stipend of $100 and had an opportunity to attend Summer School, with expenses covered by project funds.

Most of the interns lived within the public school community where assigned and were active participants in community activities.

Educators in the county public schools designed the project in response to the need to develop in their students values characteristic of effective citizenship. However, the objectives as related to participation by the university teaching interns were 1) an early field

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experience; 2) a full academic year field experience and 3) an in-depth field experience, including involvement with total public school faculty and community.

In the development of the project persons involved in planning sessions included county public school administrators, teachers, students and community representatives, university personnel and consultants from the State Department of Public Instruction.

Evaluation indicated a positive response to the project from persons involved and favored continuation of the project. Published accounts of the operation of the project were favorable.

The teaching internship program "Values: Freedom to Learn" is regarded by Elizabeth City State University administrators, faculty and students as an interesting, innovative effort which contributes successfully to improved preparation of teachers. The earlier field experience permits potential teachers to become acquainted with the profession prior to the final semester(s) of their undergraduate work. Earlier field contacts are considered valuable. The longer period of time spent in the field provides greater knowledge and experience in relation to teaching methods, technology and pupil-teacher-community relationships and helps the students to develop greater self-confidence. All of these are contributive to more effective teaching.

THE CASE STUDY

NATURE OF THE PROGRAM

"Values: Freedom to Learn" is a teaching internship program through which intermediate education (grades 4-9) majors who were third year students had the opportunity to serve in public school classrooms on a full time basis for an academic year. Elizabeth City State University was one of three state higher education institutions cooperating in this USEA Title III Project in Washington County, North Carolina during the 1971-72 school year. All interns from the three universities registered at their local universities and participated in the four program components: 1) a daily two-week pre-service training program prior to the opening of public schools in the fall of the year; 2) a continuing in-service training program throughout the academic year; 3) academic course work and 4) student teaching.

OBJECTIVES

Educators in the county public schools designed the project in response to the need to develop in their students values characteristic of effective citizenship. However, the objectives as related to participation by the university teaching interns are considered to be

1. Earlier field experience than the traditional student teaching placement which does not occur until the senior year.

2. A more extended field experience than the traditional student teaching experience since interns served full time, daily for an entire academic year.

3. A more intensive field experience since required study, evaluation and community participation were on-going activities throughout the academic year of classroom responsibility.

DESCRIPTION AND DEVELOPMENT

The four components listed above included

1. Pre-service program which involved the reading and discussion of materials related to teaching techniques; role playing and simulated experiences to try out methodology; and consideration of the possible values and successes/failures of the project. This pre-service program was directed by a professor of a state university other than the universities in which the interns were enrolled.
2. In-service training program which involved academic study which is related to the teaching experience; developing an awareness of the relationship of educational foundations to their teaching experience; feedback sessions to discuss and evaluate project involvement through video tapes of class activities and examination of anecdotal reportings -- sessions structured by singular disciplines (i.e. math. or science...) or by interdisciplinary arrangement; participation in faculty meetings; and participation in community activities. Most of the students live within the community of the school to which they are assigned.
3. Academic course work in which the three universities shared the responsibility of academic instruction in Psychological

Foundations of Education, Intermediate School Methods and Language Arts. Each of the three universities were responsible for student teacher supervision of its interns.

4. Student teaching which involved classroom instruction of several subjects, preparing lesson plans, working with students in both small and large groups, grading and engaging in the many activities which are the responsibilities of classroom teachers.

Interns received semester hours credit for participation in pre-service (2 hours) and in-service training (4 hours) as well as for the 3 academic courses (12 hours) and for student teaching (up to 9 hours). Attachment 1 (from the project Annual Report) is a copy of the agreement between the County Board of Education and the participating Universities regarding academic arrangements.

BUDGET

Each participating University was allocated project funds in the amount of $1500 per intern. From this amount, each intern received a monthly stipend of $100 from September through May and a scholarship equal to the cost of room, board, tuition and fees to attend a Summer Session if this attendance was required. Attachment 1, the agreement between the County Board of Education and the Universities, includes the fiscal arrangement agreement.

PERSONNEL INVOLVED

In the development of the project, a number of persons were involved in planning sessions. The county public schools were represented by the Superintendent, Assistant Supervisor, Education Supervisor,

principals, teachers, students and persons from the community. The Universities were represented by department chairmen, directors of student teaching and student teaching supervisors. State Department of Public Instruction personnel included consultants in staff development and in-service education, with consultation also available from the State Director of Teacher Education. Attachment 2 (from the project Annual Report) is descriptive of the planning and development of the project.

EVALUATION

Evaluation of the project available at this time is primarily in the form of a narrative report. The report indicates a positive response from administrators, teachers, interns, students, university personnel and personnel from the State Department of Public Instruction. Attachment 3 (from the project Annual Report) is cited at this point. Attachment 3 also describes briefly dissemination efforts.

CONTRIBUTION TO IMPROVEMENT OF TEACHER EDUCATION

The teaching internship program "Values: Freedom to Learn" is regarded by Elizabeth City State University administrators, faculty and students as an interesting, innovative effort which contributes successfully to improved preparation of teachers. The earlier field experience permits potential teachers to become acquainted with the profession prior to the final semester(s) of their undergraduate study. Earlier field contacts are considered valuable. The longer period of time spent in the field provides greater knowledge and experience in relation to teaching methods, technology and pupil-teacher-community

relationships and helps the students to develop greater self-confidence. All of these are contributive to more effective teaching. Elizabeth City State University is participating in this program in its second year of operation (and expecting to be joined by another university(ies) later in the academic year), with some modifications. Secondary education majors as well as intermediate education majors are participating and a wider variety of academic course offerings are available.

Agreement Between the Washington County Board of Education and Elizabeth City State University, East Carolina University, and North Carolina Wesleyan College

Title III Project - Values: Freedom to Learn

1. Student interns from the three institutions are to remain in the Washington County School System for one school year.

2. The three institutions are responsible for one course each to be taught for the interns in a sequence in the Washington County School System.

   a. Methods and Materials
      Elizabeth City State University
   b. Psychological Foundations
      North Carolina Wesleyan College
   c. Language Arts
      East Carolina University

3. Student interns from the three institutions will be granted the following units of credit from their own institutions.

   a. Preservice Institute - two semester hours credit ---------- 2
   b. Continuing Inservice Training - four semester hours credit ---------- 4
   c. The three college credit courses taught by participating institutions - twelve semester hours credit ---------- 12
   d. Student Teaching - up to nine semester hours credit ---------- 9

   Total hours credit - up to twenty-seven semester hours credit ----- 27

* Each institution will adapt the previously stated activities to its own curriculum for each participating student intern. East Carolina University will further adapt to quarter hours credit. The State Department of Public Instruction has approved this as an experimental program.

4. Each participating institution will supervise its own students for student teaching purposes.

5. All fiscal matters will be conducted through the office of I.L. Williams, Assistant Superintendent of Washington County Schools upon request from the department of education chairman of each participating institution with instructions concerning how each check shall be written.

   a. By September 30, 1971, the first financial requests shall be made by the institutions. The second date shall be by December 30, 1971; and the third date shall be by March 30.
   b. The total amount of $22,500.00 will be divided equally among the three institutions ($7500.00 each). This is based on the institutions supplying a total of fifteen full-time interns.
   c. The project provides a $125.00 stipend for full-time attendance in preservice and inservice training to the intern.

      1. There will be $50.00 paid during the month of September, 1971.
      2. The balance of $75.00 will be paid during the month of May, 1972.

6. The preservice institute for interns and the county teachers will began on August 17, 1971 and end September 25, 1971 at the Plymouth High School Library Academic Building.

Elizabeth City State University

Chairman, Department of Education

Signature [signature] Date 11-7-71

North Carolina Wesleyan College

Chairman, Department of Education

Signature _____ Date _____

East Carolina University

Chairman, School of Education

Signature _____ Date _____

Washington County Board of Education

Superintendent of Schools

Signature [signature] Date 11-17-71

WASHINGTON COUNTY PROJECT

Description of activities preceding letter of intent

a. A meeting was held to determine what changes could be made in the curriculum for it to be more meaningful for the student experiencing failure and frustration. Approximately 60 parents, teachers, and students attended the meeting, which was held in the spring of 1970.

b. In January 1970, the Guidance Director, guidance counselors, principals, and teachers drew together base information concerning 1058 pupils in grades 7-8-9, some of whom need special assistance.

c. The problem was brought to the attention of the County Board of Education at the February meeting. The Board agreed that efforts should be made to alleviate this problem.

d. The Division of Occupational Education was consulted about the problem. These members affirmed a need for more planning to change the curriculum to offer courses more in line with student needs.

e. A meeting to discuss needs and begin design of the project was held on February 23, 1971, with principals, guidance counselors, students, and County Office personnel.

f. Designing of the project was continued on February 24, 1971, with the Superintendent, Assistant Superintendent, Guidance Director, and General Supervisor participating.

g. A planning meeting was held with invited professional personnel from the project schools; principals, counselors, and representative parents and students, on March 3, 1971. This group agreed that the proposal was sound and was moving in the right direction. After reviewing the film, "Value System Techniques", discussion was held with suggestions supporting a strong emphasis in reading skills.

Part II
Narrative Reports

A. Narrative Report of Project Progress

1. Evaluation of Project Objectives

In order to make all project personnel aware of the objectives of the Values: Freedom to Learn project, a seven-day intensive preservice institute was conducted prior to the opening of school. Success was indicated by a large majority vote for implementation of new teaching techniques - heterogeneous grouping, group independent activities, able students assisting less able students, improved grading system - and the implicit teaching of values, along with provision for a learning environment in which the attitudes and values characteristic of effective citizenship become part of the internal value system of each student.

Continuing inservice activities throughout the school year maintained a generation and sharing of ideas begun in preservice.

The Management Review Team made the following statements in the Review Report: "Teachers are trying new approaches with success." "The intern program has strengthened and individualized the instructional program." "Attitudes of everyone concerned have shown that they support the concepts of the project. The goals and objectives of the project are ideals that students and teachers want to reach in the first year." "All adults in the project seem to respect students as people and this attitude is being returned by the students to adults." "The relationship between the teachers and students was conducive to learning."

In statements written from the three participating institutions of higher learning involved in the student intern facet of this program, very positive comments on the increased value of a year's student teaching in the school were made. Each institution desires to continue in the

program and efforts will be made to increase the number of interns. Local school people including project teachers made statements of a most positive nature concerning the value of the student intern in the classroom and as a part of the school program. This has been a catalyst to this Title III program in the opinions of all concerned.

2. Unpredicted Outcomes

All project activities have exceeded the expectations of those involved at the beginning of the project. Almost all teachers enthusiastically support all ideals of the project, and the preservice institute generated change in teacher attitudes and beliefs far beyond expectations.

The success of the student intern with teachers, students, and the community has been exceptional.

"The project is also being linked together with other sources in order to gain maximum mileage." (Pilot Careers Development Project involving same students supports six career coordinators and career labs at all schools.)

3. Impact of Title III

Ninth grade Title III teachers are using the new techniques in non-project classrooms, and we believe the influence of Values: Freedom to Learn to have permeated all other areas of the school system. There is a more relaxed atmosphere in classrooms, more student-teacher planning, more student involvement, fewer discipline problems, and higher percentage of attendance.

4. Cooperative Efforts

Community agencies that were involved are as follows: All P.T.A.'s, many civic clubs, The Advisory Council to Federal Programs, various local businesses including news media. East Carolina University, Elizabeth City State University, and North Carolina Wesleyan College have cooperated

fully by furnishing student interns.

5. Dissemination

Management Review Team statements:

"A great deal of effort has been spent in dissemination which shows an interest in getting the community aware and involved.' There have been and continue to be news articles every week in the local newspaper carrying pictures made by local school students. News coverage is exceptional. There have been art displays at P.T.A.'s and in store windows entitled Freedom to Learn.

We have not invited visitors this first year, but they will be welcome after this time. More money will be placed in the budget for dissemination.